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BE SOMEONE ELSE GAME FOR TEACHING SPEAKING IN JUNIOR HIGH SCHOOL

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ABSTRACT

Speaking is a process of communication between at least two peopie. Some students are difficult to practice it. It caused shyness, nervousness, and feeling affraid. Making students are interested to speaking. It needs solution. Game is one of them. Be Someone Else is interesting game for teaching speaking. The research aims to know the significant of the games and the response of the students. Quasi-experimental non randomized was used. The population was MTS Roudlotul Ulum Jombang and the sample was 7A class for experimental class and 7B as control class. The instrument to collect the data was oral test. T-test was used for analyzing the data. On the statistical calculation for post-test using t-test. It found that df 60 was bigger than t-table (4.113>1.67) at the significance 0.05. from the data, it indicated that there is significance. The gained score of Experimental class was higher than score of control group. And the result of questionnaire showed that 90% of the student's response really good. Increasing students' achievement can be used game. Be Someone Else game is alternatively for teacher teaching speaking in Junior High School.

Keywords: *Be Someone Else Game, teaching speaking*

A. INTRODUCTION

As a subject, English is not only learning about vocabulary and grammatical pattern but also learning about the use of it in the daily activity. Many people learn English because they think it will be useful in some way for international communication and travel. (Harmer, 2007:11). Based on the Harmer above it indicates that one of the significant objectives of teaching English is to make learners easily in communicating using the language in the form of oral and written. The aim of teaching foreign language is to provide the students skills which enable them to communicate orally with the speakers of other nationality who have also learned the language. That is why, it needs teacher skills to create an interesting method and technique so that the students obtain a good result and ovoid them from boredom. In the terms of language skills in teaching and learning English that should be mastered are listening, speaking reading and writing.

Speaking ability is refers to the students' ability to speak based on the situation given and to create their own utterance in order to describe their words (Competency Based Curriculum, 2004). In other words, speaking here means the ability to use English in communication such as how to begin, to develop, to end a conversation, and to know what topics can be talked about and how to speak to different people with different status and situation. According by Harmer (2003: 269) speaking ability is the ability to speak fluently presuppose not only language features, but also the ability to process information and language on the spot.

In Indonesia, English is learnt and taught to junior high school, Senior high school even at university. English means that something important for the student to be taught at school based on situation and condition of the object area. Teaching and learning process of English in junior high school is based on the school based curriculum KTSP (2006) stated that English subject has some purpose such as, improving the communication capability in the form of spoken and written to gain infromational literacy level. The students should have the awareness about the essence and important English to improve nation competition in the global society. And the students have to develop the understanding in relation between language and culture to gain the information of culture. Moreover, the students have to master English language skills and English components such as, vocabulary, grammar and pronunciation. But, Speaking is still one of the focuses of English (BSNP, 2006).

One of the language skills that have to master by students in learning a foreign language like English is speaking. Many students find difficulties in speaking English. Speaking has some problems that faced by the students. There are many students at the seventh grade find difficulty and still harder to be a good speaker. Another reason is because of the lack of motivation to practice the second language in daily conversation. Other aspect that is caused by daily habit, the effect is they feel difficulties in speaking such as shyness, the students feel ashamed and afraid to speak English, so they never practice and use target language and they prefer use mother tongue in the classroom. foreign language immediately useful (Lewis and Bedson 2002:12). Related to the Lewis and Bedson, game has an essential tool in creating students' motivation and understanding in learning English. Games divided into some characteristic based on its style. such as; movement games, card games, board games, dice games, drawing games, guessing games, role play games, team games, word games.

There are some reasons of the researcher in choosing the topic can be formulated as follows:

1. Based on the aim of language speaking is one of important skills which have to be mastcrcd for communication in over the world.
2. Because the same characteristics between speaking and Be Someone Else Game so students can practice speaking a lot.
3. Be Someone Else game is an interesting game, because it is kinesthetic movement game, so the students can express their skills freely and it can avoid boredom in the process of teaching and learning.

Based on the background above and the difficulty that was faced by students of junior high school in speaking skills, the article concerned to find out whether Be Someone Else Game could significantly increase the students speaking ability and What the students' response to the teaching by using "Be Someone Else" Game is.

B. METHOD

1. Design

The article used Quasi-Experimental design which use nonequivalent pre-test and post-test design control group. This approach is used because the researcher is permitted by the school to conduct the research based on the class which is selected and without random.

Creswell (2003:160) said that the nonequivalent pre-test and post-test control group is Quasi-Experimental which is group A and group B are selected without random assignment. Added by Latief (2013: 95) in educational settings, very often it is not possible to select the sample randomly out of all the population students. However, to divide the experimental class and control class the researcher used random assignment by using lottery to determine which of the class will be the experimental class and which of will be the control class.

The research design is in the table below:

Table. 3.1

Nonrandomized Control Group, Pretest-Posttest Design

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Where:

E = Experimental group
(The group which is taught by using Be Someone Else Game)

C = Control group
(The group which is taught by using Be Someone Else Game)

Y_1 = The measurement of the dependent variable
(Y_1 is the measurement of the students' speaking skills before giving treatment.

Y_2 = is the measurement of the students' speaking skills after giving treatment)

X = Treatment

(The treatment in this research is using Be Someone Else Game)

(*Adopted from Ary, 2010:316*)

2. Population and Sample

1. Population

The population of the research was the seventh grade of MTs RU Mojoduwur academic year 2013/2014 which consisting 3 classes. And each class consists of thirty students. The total of population was 90 students.

2. Sample

The sample was experimental research, so the article needs two classes one as experimental class and another as control class. Because of the recommendation of the institutional school, the article used 7A and 7B to be observed by using Be Someone Else Game.

3. Variables

This article used Be Someone Else as a method in teaching speaking descriptive text, it has two variables. Those are:

Table. 3.1
Independent and Dependent Variable

Independent Variable	Dependent Variable
Be Someone Else Game Speaking	Achievement

4. Instrumentation

Instruments is a judgment tool in this article, the instrument is used in this research to collect the data which can measuring the research and answer the research problem. That statement is supported by Latief (2013:1 00) He said that the instrumentation effect may interfere in the process of measuring the result of experiments.

a. Test
b. Trying Out

5. Validity test and Reliability test

a. Validity test

The validity of this research will be tested by the expert. In this case, the expert judged whether the draft of the instrument suitable to the instrument and to defend adequate sample to be measured (See appendix 3 and 4). In the other hand the researcher also look for validity using r table, where r value > r table. And the result of this research shows that r value > r table. Using significance 5% the researcher found that r table is 0.349 with 30 respondents. So it can be concluded that the questions is valid.

Table. 3.4
Validity of trying out

No	Aspect	r value	r table 0.349	Remark Valid
1	Pronunciation	0.768		
2	Grammar	0.732	0.349	Valid
3 4	Vocabulary Fluency	0.648	*0.349*	Valid
0.588	0.349	Valid		

Based on the data above, it shows that the result of speaking aspect is valid with the 30 respondents.

b. Reliability test

Reliability is the degree of consistency with which it measures whether it is measuring. (Ary.et.al 2006:236). This research finds out the reliability test by using SPSS ver. 2.0 for windows.

By this software the researcher will know the Cronbach 's Alpha. The test is called reliable if r Alpha > 0.60. And the result can be seen below:

Table. 3.5
Reliable of trying out
Reliability Statistics

Cronbach's Alpha	N of Items
.625	4

Based on the reliability test by using SPSS, it indicates that the data is reliable because coefficient of ALphe Cronbach > 0.60

c. Pre-test

Pre-test is the first test before the writer applies the method teaching speaking by using "Be Someone Else" Game. Pre-test is given to both of the classes, experimental class and control class.

d. Post-test

Post-test is test which is given to experimental and control group. The aims of this test is that to know how far distinction of developing student's mastery in speaking.

e. Questionnaires

The article used the close questioner which is adopted from Arikunto (See appendix 15). The questionnaire is for the students, where the aim to know how far the relationship among methods and the students' enthusiasm.

6. Data Collection Method

Data collection is a process to get the data which they are relevant with the research. It uses to evaluate and to know the students' speaking ability. In collecting the data, the researcher uses the steps below:

a. Preparing Instrument
b. Testing Validity and Reliability
c. Pre-test
d. Giving treatment
e. Post-Test
f. Calculating

7. DATA ANALYSIS

According to the Ary et.al, (2006:95) Data analysis indicated how you will analyze the data to test the hypothesis and/or answer the research question. Data analysis presents the way to analyze data. It is used to find out accurate answer from the research problem.

C. FINDINGS AND DISCUSSION

1. FINDINGS

a. The Result of Test

Pre-test and post-test were given to experimental class and control class. So the score of the students is taken twice. The score of Pre-test is taken before teaching speaking using Be Someone Else Game and the score of post-test is given after the students' get treatment.

After reaching the data, then the researcher calculate the data using SPSS program verse 20 for windows. Because the aim of this study is to compare the mean of pre-test and post-test in experimental class and control class so the researcher used t-test in calculating the data.

Table.4.1
Group Statistics

Group	N		Mean Std.	Deviation	Std.	Error Mean

experiment score		30	84.80	5.359		.978
Control		30	78.63	6.223		1.136

Independent Samples Test

		Levenes Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence nterval of the Difference		
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Scor e	Equal variances assumed	.656	.421	4.113	58	.000	6.167	1.499	3.165	9.168
	Equal variances not assumed			4.113	56.751	.000	6.167	1.499	3.164	9.169

The analysis tables are:

1). In table (Group statistic)

After calculating the data using SPSS, we can see that the students who are taught by using Be Someone Else Game is 84.80 while the mean score of the students who are not taught by using Be Someone Else Game is 78.63. From the data, it shows that the students who are taught by using Be Someone Else Game achieve better score than students who are not taught by using Be Someone Else Game.

b). In table (Independent sample test)

From the table of SPSS above, we can find that t_{-value} is 4.113 within (2-tailed) 0.00 where df= $n_x + n_y - 2 = 30 + 30 - 2 = 58$ so $t_{-table} = 1.67$ with significance level 5% [$\alpha = 0.05$]. Based on the statistical value above (4.113 > 1.67), the researcher can conclude that $t_{-value} > t_{-table}$. So Ha was accepted and H_0 rejected. It means that there is significance effect of using Be Someone Else Game in teaching descriptive text of the students' achievement.

The significant data of this research is gained score from pre-test and post-test from the experimental class and control class. Between Experimental class and control class both of them got increasing score, although the control class did not get treatment. There are two things which are caused it. This is the flaw of this research which is used quasi experimental design in which extraneous variable cannot be controlled. The data from t test obtained that t value is higher than t table. So it can be concluded that the use of Be Someone Else Game has significant effect on students' speaking skill.

For more detail of the data score for experimental and control class as follow:

Table.4.2

The result of Pre and post-test at class VII I or experimental class

No	Name	Pre-Test	Post-Test
1	ANH	75	88
2	CG	75	88
3	DP	63	81
4	ENR	69	88

5	FA	69	88
6	IK	75	94
7	LR	63	75
8	LNS	69	88
9	MAR	69	81
10	M.FS	56	81
11	M.NI	69	88
12	M.R	56	88
13	NP	88	94
14	NK	75	81
15	NS	88	81
16	NLF	75	88
17	RS	88	75
18	RS	75	88
19	RTA	75	88
20	SHA	88	88
21	SM	75	88
22	SA	88	81
23	STR	88	75
24	VU	81	88
25	WAP	75	88
26	WK	69	81
27	YNR	63	88
28	YK	69	75
29	YW	94	88
30	ZL	81	88
	SUM	2243	2551

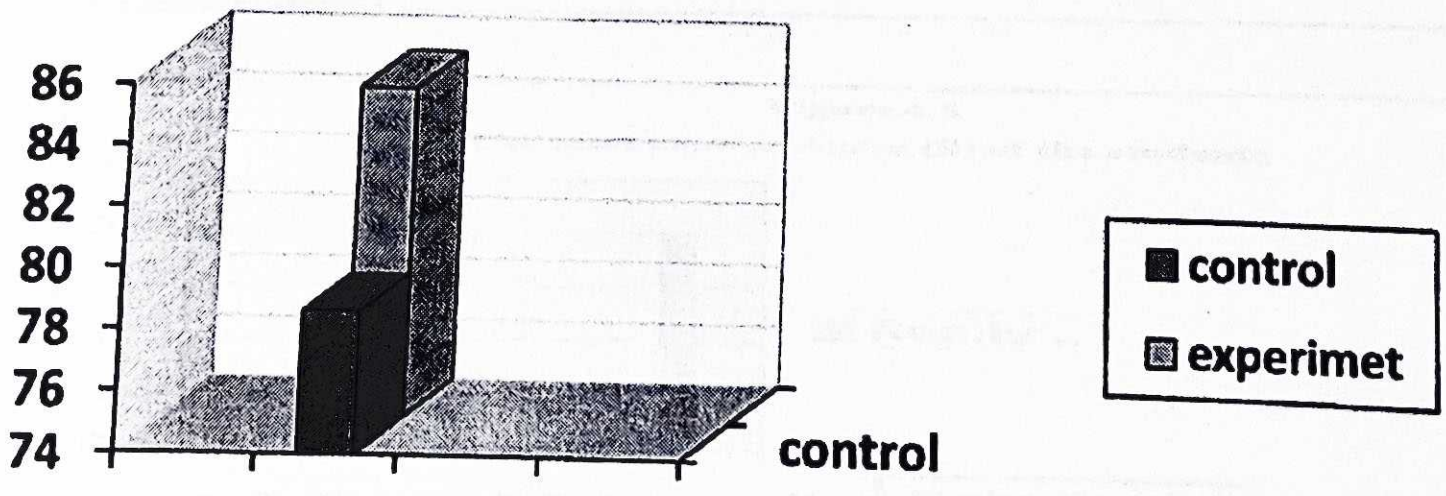
Table4.3
The result of pre and post-test at class VII A or control class

No	Name	Pre-Test	Post-Test
1	A.F	81	81
2	AI	75	75
3	ASF	75	75
4	AB	75	75
5	BF	69	75
6	DES	75	75
7	DAS	69	75
8	EK	69	75

9	FM	69	75
10	HN	75	75
11	JD	69	75
12	KW	75	81
13	LKMN	88	88
14	M.BM	75	75
15	M.FS	88	88
16	M.NR	75	75
17	M.RA	88	88
18	MS	75	75
19	MA	75	69
20	MUV	88	88
21	PUT	75	75
22	RT	88	88
23	RIZ	88	88
24	SAL	81	75
25	SH	75	75
26	SIN	69	75
27	SIY	63	75
28	SUG	69	75
29	SYA	75	81
30	TTK	81	94
	SUM	2292	2359

For further description of the result of post-test on students' speaking skill achievement for experimental class and control class is also presented in the histogram 4.6

Figure.4.1
The average score of students' experimental and control class in speaking skills.

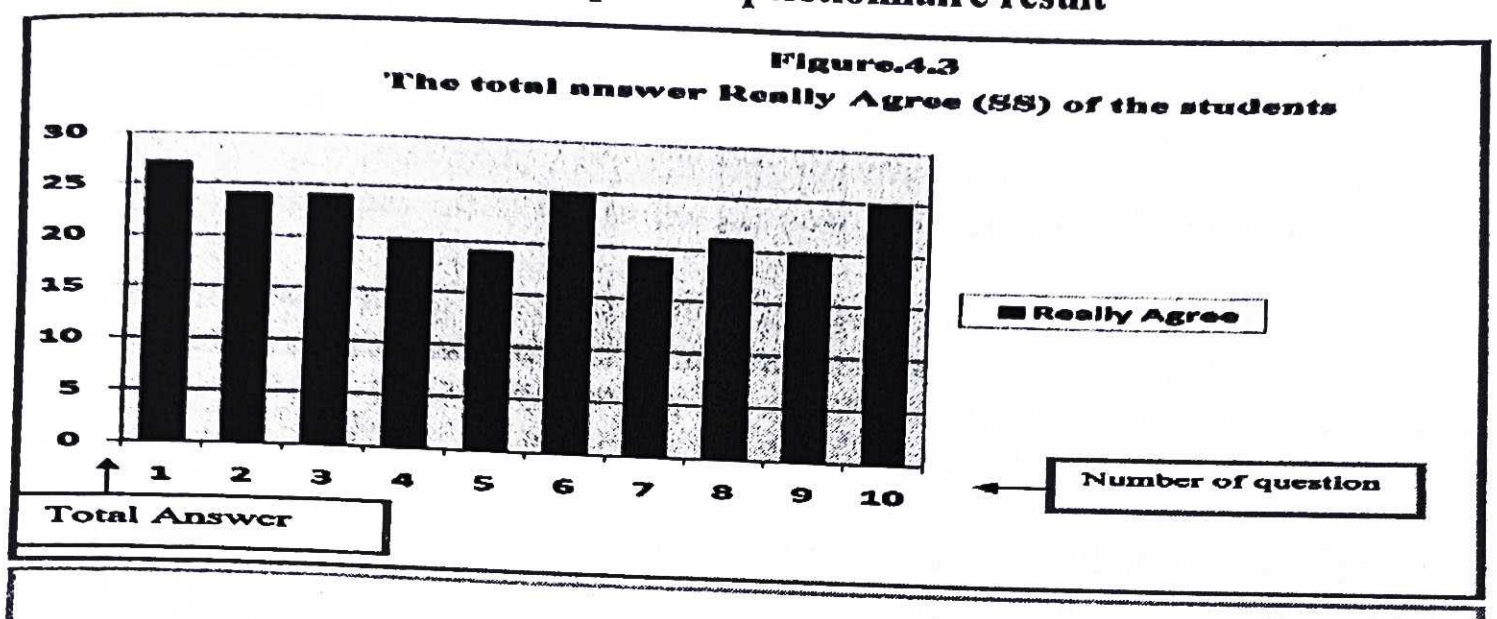


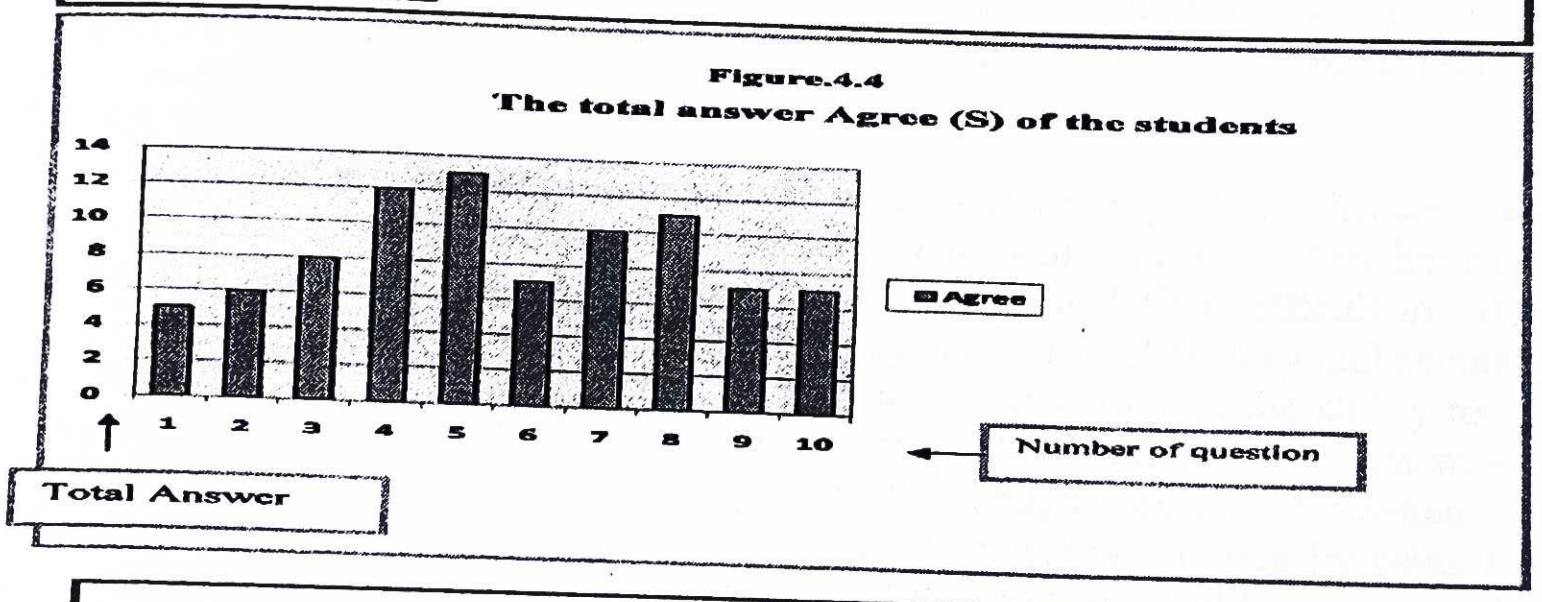
From the graphic above, teaching speaking by using be someone else strategy is more effective than without using be someone else strategy. The mean of experimental class is more significant than the mean score in control group.

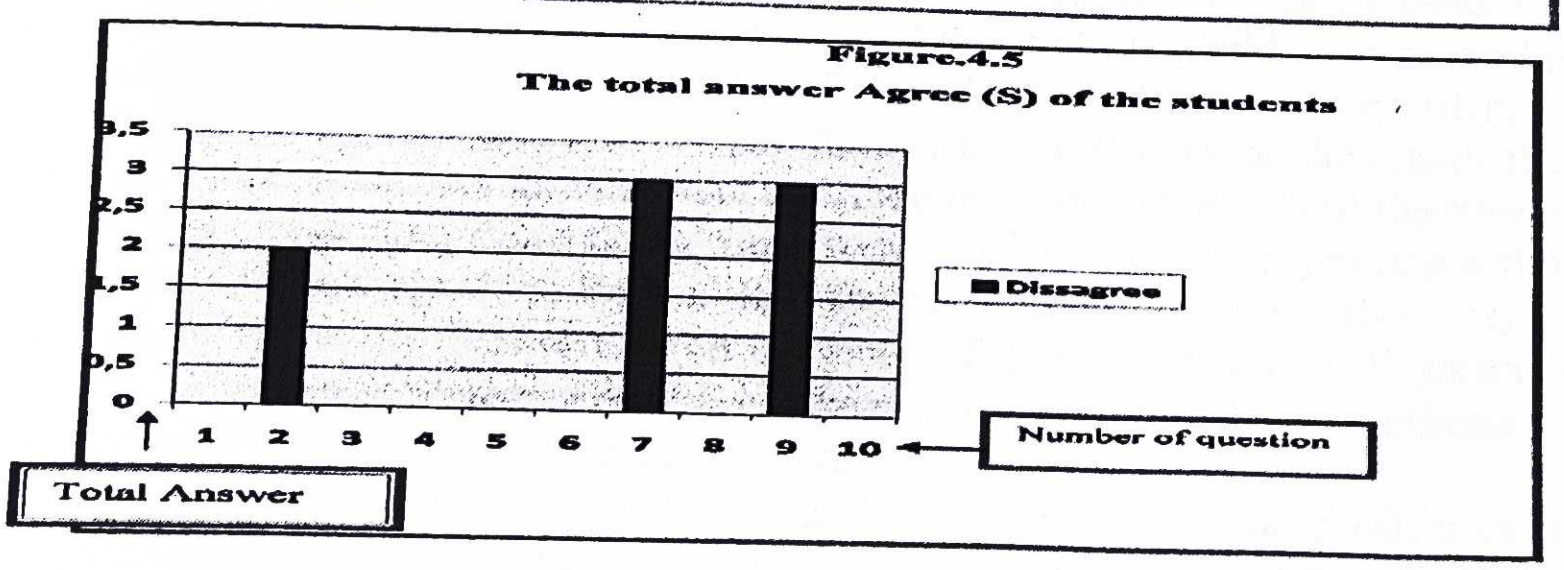
b. The result of questionnaire

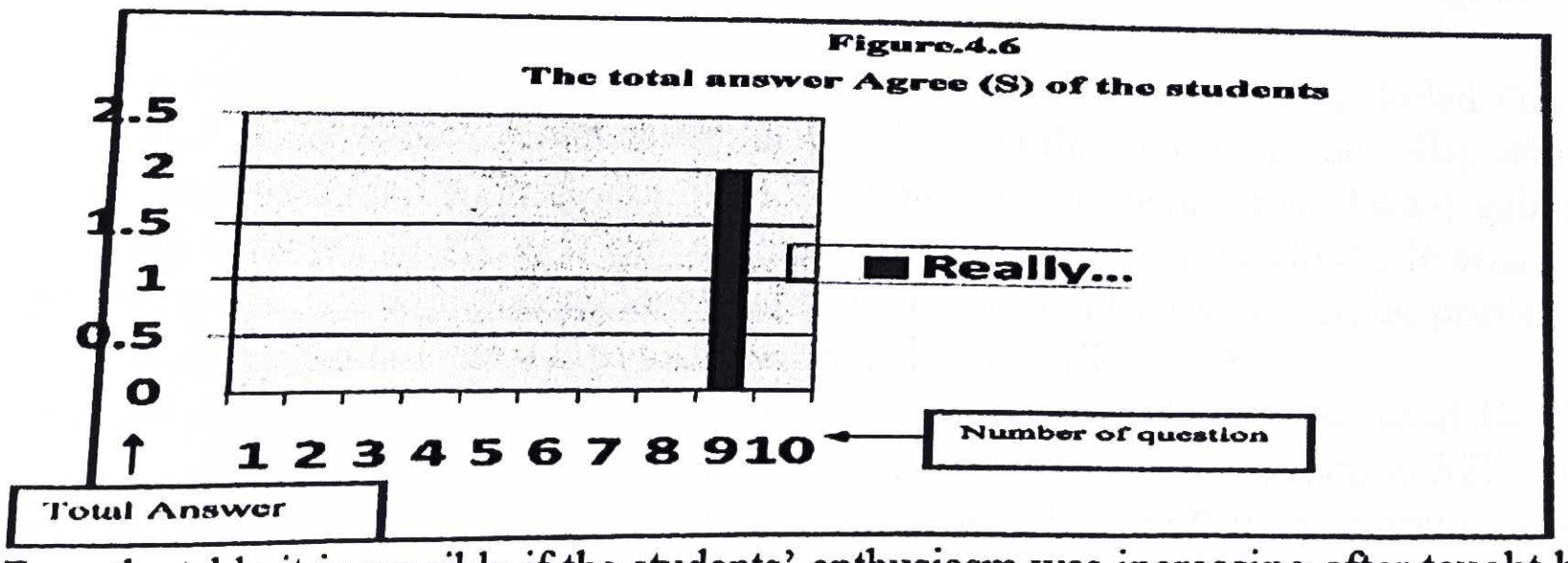
. The total of scores is in 4 a criterion consists of Really Agree (SS), Agree (5), Disagree (TS), Really Disagree (STS), the total of item is 10, and the total of respondent is 30. The score of all questionnaires is 1152. Based on the total score, it was concluded that enthusiasm of the students who taught using traditional game is 1152 = 90%. See the table below:

Figure.4.2
The graphic of questionnaire result









From the table it is possible if the students' enthusiasm was increasing after taught by using

be someone else strategy. Question number 1 which measure about the relationship of method in understanding the material is 84.4% is Really agree, 15.6% is agree, 0% disagree and 0% really disagree. The students also able to answer the teacher question (Question no.2) it shows that 75% of students really agree with that questionnaire, while 18.75% is Agree, 2% disagree and 0% really disagrees. Because using this method the students get easily in answering the teacher's question. Question number 3 which talking about students' confidence. The result is 75% of the students really agree if they are not shy to ask question when they find difficulties.

The understandings of students' in receiving material also shows that they are in a high enthusiasm with 62.5% really agree. They did riot get difficult when answering the question from the teacher. And 37.5% agree, 0% disagrees, 0% really disagrees. (Question no. 4). Question number 5 is *"Because of this method I always pay attention to the teacher's explanation while using this method"*, the students pay attention in the process of teaching and learning process the respond is 59.3% really agree.

Question number 6 it is about remembering material which is given by teacher, the respond is 78.1% 'F he students also make effort to answer question given by the teacher (question 7) for 59.4% really aee and 31.2% agree. 65.6% of students respond is and 62.5% really agree about the interest feeling of learning Engiish by using be someone else strategy is in number 8 and 9. The respond is 78.1% is for number 10 which regarding to teacher's rule.

Afler knowing the result of questionnaire, it is bravely true that there is significant effect in teaching speaking narrative text using be someone else strategy. It supports the researcher data in finding this strategy.

2. DISCUSSION

Most of the students cannot pronounce well when they were speaking, this statement is right according to Ramelan (1985:6) because the mother tongue which become their habits influences how to pronounce the words. So, it was possible if the students' find difficult in pronunciation because English is a foreign language for them. Fluency is consists of fluency and accuracy it is the ability of systematically in producing word and showing a semantic and the ability to appropriate thing of context and the ability of imaginative in language. From the research that was conducted the researcher found that the students able to speak well although they miss the semantic meaning. The result of student's accuracy in speaking descriptive text that was taught by using he someone else game got good score. The article got that most of the students could master vocabulary well and has a good sense in choosing the vocabulary.The students can learn the vocabulary by reading list of vocabulary by themselves. After reading the list of vocabulary or dictionary the students should memorize the vocabulary to make sure that they understand well about the meaning. After doing those step the main point is practicing vocabulary which is learned in speaking activities.

The data from questionnaire derived that the respond of students' who taught by using traditional game is enjoyable. It is proved on the result of questionnaire is 1152 means that 90% from 4 criteria, 10 items and 30 respondent. It is assumed that the alternative hypothesis is accepted if teaching speaking using Be Some Else Game is effective.

Based on the discussion above, it shows that be someone else game is effective strategy to teach speaking and also to increase students' motivation or enthusiasm in learning English.

D. CONCLUSION

With the reference of data calculation in the previous chapter, it is concluded that there is significant effect of students' achievement in speaking ability using game. The students of experimental class who are taught descriptive test through Be Someone Else Game gained better score average in speaking ability. It is shown from oft-value was 4.113 while ttable was 1.67 with significance level 5% [a 0.05]. It mean that t-value is higher than t-table. It can be proved through the comparison oft-test and t-table which had been calculated by SPSS 2.0.

In addition, 90% of the students were very enthusiast when the teacher used Be Someone Else Game in teaching speaking. It shows that the students of experimental group in MTs Roudlotul Ulum had more enthusiasm in learning speaking. It is proved by result of questionnaire which is showed that almost the students is enthusiasts with this strategy because they are able to understand

the material easily the actively in the classroom.

The use of Be Someone Else Game is teaching speaking also helped both the teacher and the students as well. Be Someone Else Game helped the students to understand the material while for the teacher, it help the teacher to make a good strategy in teaching and learning process. Finally, the researcher comes to the conclusion that Be Someone Else Game is effectiveness in teaching speaking at the first grade of MTs Roudlotul Ulum.

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